

Griffith Health Code of Professional Practice

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Description	This policy sets out the Griffith Health Group's Code of Professional Practice and the processes used to promote appropriate professional behaviours.

Related documents

[Code of Conduct](#)

[Griffith University IT Code of Practice](#)

[Griffith University Privacy Plan](#)

[Guidelines on Conduct, Behaviour and Responsibilities of Placement Participants](#)

[Workplace Harassment, Bullying and Discrimination Policy](#)

[Health and Safety Policy](#)

[Information for Griffith University Students undertaking Professional Practice and Other Activities which may come within the Ambit of the *Working with Children \(Risk Management and Screening\) Act 2000 \(Qld\)*](#)

[Student Blue Card Application Form](#)

[Queensland Government Blue Card Services](#)

[Inability to Complete Required Components of a Professional Qualification Policy](#)

[Individual Grievance Resolution Procedure](#)

[Infection Control Procedures](#)

[Professional Behaviour for Medical Students and the Professional Behaviour Committee Policy](#)

[Reasonable Adjustments for Assessment – Students with Disabilities Policy](#)

[Resolution of Complaints of Workplace Harassment, Bullying and Discrimination Procedures](#)

[Role Statement Program Director](#)

[Student Review and Appeals Policy](#)

[Student Review and Appeals Procedures](#)

[Student Misconduct Policy](#)

[Students with Disabilities Policy](#)

[Work-Integrated Learning at Griffith](#)

External Links:

[Working with Children \(Risk Management and Screening\) Act 2000 \(Qld\) \(previously the Commission for Children and Young People and Child Guardian Act 2000 \(Qld\)\)](#)

[Health Practitioner Regulation National Law Act \(2009\) Qld](#)

[Codes of Conduct or Standards Published by Individual Professional Bodies](#)

1. PURPOSE AND SCOPE

1.1 Purpose

This document details the Griffith Health Group's Code of Professional Practice and the processes that the Group will use to:

- Promote the development of Griffith Health students as professionals;
- Ensure students are fit to practice in their chosen health profession; and
- Manage professional practice concerns.

1.2 Scope

The Code will be applied with due regard to the:

- Professional integrity and standing of the program,
- Duty of care to staff, students and the general public, and
- Rights of the student.

This Code applies to enrolment by students in courses which include a professional practice component (refer to *Appendix 3 Definitions* for clarification as to the scope of what constitutes professional practice).

Any actions or penalties imposed under this Code will be limited to the course in question. Should a Responsible Staff Member believe that, as a result of a breach of professional practice standards by a student, actions or penalties should be imposed beyond the level of the professional practice course, then the matter should be dealt with under other appropriate University-level policies (e.g., Inability to Complete Required Components of a Professional Qualification Policy; Student Misconduct Policy).

2. GOALS

This Code supports the following goals:

- To communicate the required standard of personal and professional behaviour to students as an integral part of student learning in preparation to fulfil their future role as a health professional;
- To prevent harm to:
 - The student;
 - Persons with whom students come into contact while undertaking learning activities. This includes members of the public, other students, professionals, clients of work-integrated learning professional practice providers, and other colleagues; and
 - The reputation of the University and that of work-integrated learning professional practice providers that may be affected by a student's professional behaviour and other matters that relate to a student's fitness to practice.
- To promote appropriate professional behaviours with respect to student health and wellbeing.

- To support students' fitness to practice;
- To require students to reflect on their fitness to practice, recognise errors, assess their personal and professional shortcomings, understand the consequences of any impairment that may impact their fitness to practice in their chosen profession and recognise their professional and legal obligations with respect to disclosure of any condition that may be considered an impairment (e.g. to the Australian Health Practitioner Regulation Agency - AHPRA);
- To balance remediation and rehabilitation of unfitness to practice with the need to prevent harm; and
- To affirm the seriousness with which the University takes its responsibility to maintain standards of student behaviour and fitness to practice in accordance with the expectations of the community, the health professions and the law.

For Definitions of the terms used throughout this document refer to **Appendix 3**.

3. PROFESSIONAL INTEGRITY

Griffith Health regards the development of professional integrity among its students as integral to its professional programs. Professions Australia defines a 'profession' as:

*'A disciplined group of individuals who adhere to ethical standards and who uphold themselves out as, and are accepted by the public as possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and who are prepared to apply this knowledge and exercise these skills in the interest of others. It is inherent in this definition of a profession that a code of ethics governs the activities of each profession. They define and demand high standards of behaviour in respect to the services provided to the public and in dealing with professional colleagues. Further, these codes are enforced by the profession and are acknowledged and accepted by the community.'**

- a) In addition to the Codes of Conduct set down by individual professions, Griffith Health endorses the **Code of Professional Values of Griffith Health Statement** (see **Appendix 1**) which outlines the broad values under which Griffith Health expects all of its students to abide during the course of their studies with the University.
- b) Further resources and guidelines around what constitutes acceptable professional standards and professional integrity have been developed and made available on the **Placement Essentials** website (<http://www.griffith.edu.au/health/placement-essentials>). All students undertaking courses which include professional practice are required to comply with all mandatory professional practice requirements included on Placement Essentials, and are encouraged to review all additional Placement Essentials resources and familiarise themselves with standards expected within their chosen profession.

*Definition adopted by Professions Australia
(<http://www.professions.com.au/defineprofession.html>)

4. FITNESS TO PRACTICE

Students enrolled in courses that include professional practice activities may be deemed to be *unfit to practice* for the purpose of this Code of Professional Practice in situations where they:

- Engage in conduct outside the bounds of what is considered acceptable or worthy of the membership of the profession (**conduct issue**); or
- Demonstrate performance that is not consistent with the profession's established set of standards (**performance issue**); or
- Exhibit disregard for, or are unable to meet, the rules, regulations or standards for practising as a member of the profession or for undertaking professional practice with a professional practice provider (**compliance issue**); or
- Display a disability or health condition that impairs their capacity to practice as required by the profession (**disability or health issue**).

In many programs that involve courses with a professional practice component that includes work-integrated learning, the University has identified a number of pre-placement requirements that students must meet in order to be eligible to undertake professional practice. These pre-placement requirements may assist staff in identifying whether a student has met compliance or health expectations for the course, and are detailed on the Placement Essentials website (<http://www.griffith.edu.au/health/placement-essentials>).

a) **Student Disclosure**

Griffith Health requires all students enrolled in courses that include professional practice activities to disclose to the University any risks to their own health and wellbeing and/or risks they may pose to others in undertaking professional practice learning activities.

When a disclosure is made, wherever possible, necessary and reasonable adjustments may be made by the University to accommodate students in undertaking learning activities in accordance with the *Students with Disabilities Policy*. In cases where students require adjustments that in the circumstances may not reasonably be made available, and without which the student would be unable to continue to participate in the course, the student may apply for an administrative withdrawal from the course without academic or financial penalty.

It is recognised that during the course of a student's period of study a condition or a disability may develop or become apparent that impacts on the student's ability to continue to undertake professional practice. In such cases a student may request a leave of absence from their program. When a student's behaviour or condition poses a serious concern for the welfare of others, or is disruptive to the community in which they are learning, the University may recommend that the student take a leave of absence. If the student elects not to heed a recommendation from the University in this regard, staff may deem the student's condition as a Tier 1 or Tier 2 concern under this Code and take action in accordance with clause 5.

b) **Professional Registration**

Some health professional students are registered with the Australian Health Practitioner Regulation Agency (AHPRA) pursuant to the *Health Practitioner National Regulation Law (2009)* (The National Law) as in force in each State and Territory. Under the provisions of The National Law, education providers and students have specified mandatory reporting responsibilities in relation to student conduct, performance and health. Sections 143 and 144 of the National Law state:

4.2.1 **143 Mandatory notifications by education providers**

(1) *An education provider must notify the National Agency if the provider reasonably believes—*

- (a) *a student enrolled in a program of study provided by the provider has an impairment that, in the course of the student undertaking clinical training as part of the program of study, may place the public at substantial risk of harm; or*

- (b) *a student for whom the education provider has arranged clinical training has an impairment that, in the course of the student undertaking the clinical training, may place the public at substantial risk of harm;*

4.2.2 **144 Grounds for Voluntary Notification**

(2) *A voluntary notification about a student may be made to the National Agency on the grounds that—*

- (a) *the student has been charged with an offence, or has been convicted or found guilty of an offence, that is punishable by 12 months imprisonment or more; or*
- (b) *the student has, or may have, an impairment; or*
- (c) *that the student has, or may have, contravened a condition of the student's registration or an undertaking given by the student to a National Board.'*

The University will make mandatory and voluntary notifications where appropriate. In all circumstances where a student is required to disclose a matter to AHPRA in accordance with The National Law, in addition to disclosing to AHPRA, the student has a duty to disclose such information to the University. Where a notification is made by Griffith University to AHPRA, the student will be informed.

5. MANAGING AND RESPONDING TO PROFESSIONAL PRACTICE CONCERNS

Professional practice concerns may be reported to the University by a wide range of stakeholders including, but not limited to the following:

- Examiners;
- Industry Supervisors;
- Field Supervisors;
- Academic Advisors;
- Dean (Learning and Teaching);
- Heads of School;
- Course Convenors;
- Placement Convenors;
- Program-based Support persons;
- Any other staff member of the University (including academic or professional staff);
- Members of the Public;
- Other students.

Any report of a concern over a student failing to demonstrate acceptable levels of professional practice should be taken seriously by staff and should be further investigated. A person who raises a professional practice concern should be directed to a Responsible Staff Member (refer to **Appendix 3 – Definitions**) in the first instance. Upon receipt of a notification of a professional practice concern, the Responsible Staff Member will follow-up on the matter, including examining, managing and reporting the matter in accordance with this Code.

Griffith Health recognises that a distinction should be drawn between the following types of concerns and circumstances:

- a) Temporary or short term circumstances, less serious concerns of professional practice and one-off concerns that have less serious implications (Tier 1 concerns under this Code). Responsible Staff Members should use discretion in defining what

constitutes “short term” in the context of the issue that is being raised and in assessment against the criteria listed in **Appendix 2 – Decision Making Matrix**.

- b) Circumstances and concerns of a serious, repeat and/or escalating nature (Tier 2 concerns under this Code).

A Responsible Staff Member who identifies or suspects a concern is encouraged to exercise judgement in deciding whether to address it as a Tier 1 or Tier 2 matter based on the level of seriousness of the matter, the learning context, and the level of risk to the student and to the community.

In determining whether a matter is a Tier 1 or a Tier 2 matter, staff are advised to compile whatever evidence is available and assess the matter against the following five criteria:

1. The type of issue:
 - i. Conduct;
 - ii. Performance;
 - iii. Compliance; or
 - iv. Disability/Health
2. Frequency of the issue;
3. Level of experience of the student;
4. Intent of the student;
5. Impact, or potential impact, of the issue.

The Decision Making Matrix provided in **Appendix 2** may assist with this decision making process. Note: the matrix is not intended to provide a definitive list of possible Tier 1 or Tier 2 matters, but rather a guide as to how matters may be classified as either Tier 1 or Tier 2 depending on the degree of seriousness of the matter when judged against the five criteria listed above.

The Dean (Learning and Teaching), in his or her sole discretion, may deem concerns under this Code as either Tier 1 or Tier 2 matters.

5.1 Tier 1 Professional Practice Concerns

5.1.1 Tier 1 concerns include but are not limited to:

Conduct

- Issues around attendance and personal presentation (e.g. non-attendance at a professional practice component, poor punctuality, failure to maintain dress codes, disregard or failure to comply with the rules, regulations or standards required for practice placements);
- ‘Inappropriate’ conduct of a minor nature;
- Failure to respond to direction that does not lead to, or risk, serious consequences.
- Communication issues of a minor nature or seriousness (e.g. inappropriate communication with others that does not lead to, or risk, serious consequences).

Performance

- Temporary or short-term reasons that impair capacity or fitness to practice and are regarded by the Responsible Staff Member as capable of remediation within the short-term.

Compliance

- Failure to acquire required compliance certifications in the timeframe required by the School (e.g. Blue card, vaccinations).

Disability/Health

- Health matters of minor risk, temporary in nature, or an existing condition that is well managed;
- Temporary or short-term reasons that impair capacity or fitness to practice and are regarded by the Responsible Staff Member as capable of remediation within the short-term;
- A minor health issue (e.g. contraction of a short-term infectious disease that would prevent the student from safely carrying out required professional practice aspects of their studies for a limited period).

5.1.2 Management of a Tier 1 Concern

Within the scope of acceptable professional boundaries, Responsible Staff Members are encouraged to deal, where possible, with issues as they arise and to provide students undertaking professional practice with pastoral care and support where required.

Where a Responsible Staff Member believes they cannot effectively manage a Tier 1 concern, the concern should be referred to the Tier 1 Decision Maker. A Tier 1 Decision Maker who forms the opinion that a student may require assistance with respect to fulfilling professional practice requirements, meeting professional behaviour standards and/or meeting fitness to practice requirements may, either individually, or with the support of other staff, do any or all of the following:

- Seek the advice of others, either internal or external to the University, to assist their investigation of the professional practice issue and to inform their decision making process.
- Request that the student attend an interview to clarify any issues that have been identified concerning professional practice, professional behaviour and/or fitness to practice. Where appropriate, a Tier 1 Decision Maker requesting an interview should ensure attendance at the interview by another member of staff who may observe and verify the proceedings. The student being interviewed may nominate a peer support person who is not legally qualified to accompany them to the interview. A record of the meeting should be submitted to the Dean (Learning and Teaching) as soon as practicable after its conclusion in accordance with the process outlined in clause 7 of this Code ; and
- Arrange for the student to be offered opportunities for support including but not limited to:
 - counselling;
 - skill development;
 - remediation; and/or
 - reasonable adjustments to their professional practice requirements within the limits determined by the School.

Schools may elect if they so choose to manager Tier 1 concerns through a School-level committee or panel structure rather than having Tier 1 Decision Makers manage these concerns alone.

5.1.3 Potential Outcomes of a Tier 1 Concern Investigation

Following investigation of a Tier 1 concern, the Tier 1 Decision Maker may determine an outcome including, but not limited to, one or more of the following actions:

- Dismiss the concern and take no further action;
- Recommend the student meet with staff to receive support, remedial instruction or other pastoral care;
- Refer the student to counselling or other relevant professional support;
- Recommend the student take a leave of absence to address issues that impacted there performance;
- Require the student to access and successfully complete professional practice resources or remedial professional development activities;

- Require the student to undertake an additional specified period of supervised practice;
- Place conditions on the student's return to the learning activity or professional setting;
- Issue the student with a formal warning;
- Set an additional assessment task about professional practice issues;
- Limit the student's participation in the learning activity or attendance at a professional setting (Tier 1 grounds may result in the student being temporarily restricted from undertaking a specific professional practice activity or attending a specific setting in order to prevent harm to themselves and others, while affording them another opportunity to demonstrate their ability to perform at an appropriate level for the profession). A decision to limit a student's participation on Tier 1 grounds should be temporary to the extent that it does not unreasonably jeopardise the student's ability to complete the course in the trimester in which they are enrolled;
- Allocate marks for assessment items related to the professional practice learning activity, that reflect the student's performance only in those aspects of the assessment item that have been unaffected by the professional practice issues (i.e., do not award marks for those aspects of the assessment that have been affected by the professional practice issues);
- Allow the student to resubmit the assessment item to achieve a mark no higher than a "pass" mark for the item;
- Refer the matter to the Dean (Learning and Teaching) for consideration as a Tier 2 matter.

The Tier 1 Decision Maker is expected to record and submit a report(s) about the matter in accordance with clause 7 of this Code.

Failure by a student to successfully comply with any Tier 1 outcome may result in referral to the Dean (Learning and Teaching) as a Tier 2 Concern.

Note: Only the Tier 2 Decision Maker may impose a penalty of termination of enrolment in a professional practice course.

5.2 Tier 2 Professional Practice Concerns

Tier 2 concerns are matters of such seriousness that they have the potential to impact a student's fitness to practice, and/or are in the opinion of the Dean (Learning and Teaching) unlikely to be able to be remediated within the short term. In recognition that a student who displays a Tier 2 concern may not be fit to practice in the profession, Tier 2 concerns which are proven may result in the student being restricted from undertaking a specific professional practice activity or setting for an extended period, or the student's enrolment in a course(s) in which professional practice is required may be withdrawn.

5.2.1 Tier 2 concerns include but are not limited to:

Conduct

- Any action that is considered by a Responsible Staff Member as constituting a serious breach of professional behaviour or fitness to practice standards;
- Breach of University policy;
- Detrimently impacting the ability of a University employee, or an employee or client of an external agency/setting in which professional practice is being undertaken, or another student, to participate in legitimate activity;
- Conduct discreditable or 'inappropriate' conduct of a serious nature;
- Breach of patient/client confidentiality;
- Communication issues of a major nature or seriousness (e.g. communication with others that leads, or has the capacity to lead to, risk or serious consequences);

- Repeated incidences of non-attendance at a professional practice component, poor punctuality, failure to maintain dress codes in accordance with School attendance policies or expectations;
- Failure to respond to direction that leads, or as the capacity to lead to, or risk, serious consequences;
- Serious violations of health and safety practices (e.g. non-compliance with infection control protocols).

Performance

- Serious failure to demonstrate proficiency in applied professional practice skills and competencies to the standard and safety level expected of a student at their level of training;
- Committing a serious criminal offence or inability to maintain a criminal history clearance to the standard specified as required within the student's program via the Placement Essentials website (<http://www.griffith.edu.au/health/placement-essentials>);
- Failure to satisfactorily address Tier 1 issues raised (e.g. Not successfully completing additional tasks; multiple or repeat Tier 1 concerns);
- Failure to satisfactorily pass a professional practice course that is deemed a designated course for the purposes of progression within the student's program;
- Any other matter which a Responsible Staff Member believes is of such seriousness as to warrant referral of the matter as a Tier 2 concern.

Compliance

- Inability to successfully obtain required compliance requirements (e.g. Blue card or criminal record checks);
- Serious violations of compliance requirements (e.g. repeated failure to comply with rules, regulations or standards required for practice placements including obtaining Blue card, criminal record checks or vaccinations within the required timeframes as determined by the School);
- Breaching an applicable Professional Association or Registration body Code of Conduct or failure to display accepted professional standards (including failure to maintain student registration where applicable).

Disability/Health

- Permanent or long-term reasons that impair capacity or fitness to practice and are regarded by the Dean (Learning and Teaching) as incapable of remediation within the short-term;
- Serious health issues (e.g. contraction of an infectious disease that would prevent the student from safely carrying out required professional practice aspects of their studies);
- Failure to self-disclose an impairment or inability to meet fitness to practice standards in accordance with clause 4 of this Code.

5.2.2 Management of a Tier 2 Concern

Tier 2 concerns are managed by the Dean (Learning and Teaching), Griffith Health (Tier 2 Decision Maker). To inform their decision process the Dean may:

- Convene an expert reference group to advise them on the matter. Such an expert reference group may include staff from the University and representatives from external professional practice agencies as the Dean requires;
- Invite written feedback from, and/or meet with the student against whom the Tier 2 concern has been raised;
- Invite written feedback from staff including Responsible Staff Members of the University, staff from professional practice agencies at which the student has

attended professional practice, and/or representatives from the student's intended profession;

- Request advice from an appropriately qualified professional in order to identify adjustments that might need to be made for a student so as to enable them to continue to undertake professional practice.

5.2.3 Potential Outcomes of a Tier 2 Concern Investigation

Following investigation of a Tier 2 concern, the Tier 2 Decision Maker may determine an outcome including, but not limited to, one or more of the following actions:

- Dismiss the concern and take no further action;
- Refer the matter back to the School to deal with as a Tier 1 matter;
- Award a nil mark for the professional practice component of a course;
- Award a fail grade for the course in which the professional misconduct occurred;
- Impose conditions on the students continued enrolment in the professional practice course;
- Restrict the student from undertaking or continuing a professional practice activity and terminate the student's enrolment in the professional practice course;
- Impose a period of probation on the student with respect to their continued enrolment in the professional practice course;
- Deal with the matter under the Inability to Complete Required Components of a Professional Qualification policy;
- Deal with the matter under the University's Student Misconduct Policy; and/or
- Notify AHPRA of the student's impairment where appropriate. In cases where AHPRA is to be notified, the student will be informed of this decision.

Decisions by the Dean (Learning & Teaching) will be made in accordance with the principles of natural justice.

If the Dean (Learning and Teaching) decides to restrict the student from undertaking or continuing a professional practice activity, the Dean (Learning and Teaching) will advise the student in writing.

The Dean (Learning and Teaching) will provide written advice to the student upon reaching a decision in relation to a Tier 2 concern. The Dean (Learning and Teaching) will also record and submit a report(s) about the matter in accordance with clause 7 of this Code.

6. EMERGENCY DECISION TO RESTRICT A STUDENT FROM UNDERTAKING OR COMPLETING PROFESSIONAL PRACTICE

- a) Notwithstanding the process outlined in clause 5 of this Code, a Responsible Staff Member may receive information about the conduct, health or performance of a student, and form the view that there are reasonable grounds that:
 - People, including clients of professional practice providers, the community, other students, University staff, professionals and other colleagues may be at risk; or
 - The Responsible Staff Member believes the actions of the student are of such seriousness as to present a risk to the reputation of the University and/or its professional practice providers.
- b) In these circumstances, the Responsible Staff Member may assume the role of Emergency Action Decision Maker, and may:
 - Where reasonably possible, notify and receive advice from the Dean (Learning and Teaching); and

- Recommend that a student be immediately removed from a professional practice setting; and/or
- Take all reasonable steps to ensure that the student is immediately removed from a professional practice setting.

The Emergency Action Decision Maker is expected to record and submit a report(s) about the matter in accordance with clause 7 of this Code.

7. RECORDING OF PROFESSIONAL PRACTICE CONCERNS

It is recognised that in some instances, a one-off or minor professional practice concern may be a precursor to a pattern of behaviour which may extend throughout a student's academic career and, if unchecked, into their professional career. In order to ensure that information is available to future decision makers in the event that a student infringes professional practice standards on more than one occasion, Responsible Staff Members, Tier 1 Decision Makers and Tier 2 Decision Makers are expected to compile written records of any instance where a student is identified as exhibiting a professional practice concern. These records should contain:

- Evidence that indicates the scope and/or nature of the concern (e.g. details which have been reported to the University by internal or external stakeholders; information provided by the student; observations made by the Responsible Staff Member). Where possible evidence should refer to specific times/dates, and provide sufficient information so as to provide a defensible record of the facts of the matter;
- A brief statement which describes the level of risk posed by the concern; and
- Actions that have been taken to mitigate or address the concern. These actions may include steps taken by the staff member, or referral by the staff member on to others to address.

Written records need not be extensive but should contain such information as is necessary for others to gain a clear understanding of the grounds upon which a concern was determined and the actions taken to address it.

Staff should be aware that reports submitted may be made available to the student in question to review and respond to. The Responsible Staff Member should use their discretion in determining whether the full written record (as submitted to the Office of the Dean (Learning and Teaching) or an abbreviated summary is provided to the student.

A template to assist staff in compiling written records is attached (**Appendix 5 - Griffith Health Professional Practice Report**).

Written records should be forwarded to the:

1. Office of the Dean (Learning and Teaching) (professional_practice_health@griffith.edu.au) for recording on a Group-wide professional practice concern database which will be stored in a dedicated folder on the University's central drive which is accessible only by the Dean (Learning and Teaching) and staff from the Office of the Dean (Learning and Teaching) who are responsible for managing professional practice records; and
2. Student's central University file in CARMS.

Staff submitting and storing records through this process must comply with the privacy provisions of the Griffith University Code of Conduct. Confidentiality of records submitted to the Office of the Dean (Learning and Teaching) and to the student's central University file will be upheld in accordance with the [Griffith University Privacy Plan](#).

Feedback on the outcomes of a professional practice investigation should also be provided by the Tier 1 Decision Maker or Tier 2 Decision Maker (as applicable) to:

- The student; and
- The person who raised the concern.

The Tier 1 or Tier 2 Decision Makers should use their discretion in determining whether further subsequent reports should be submitted concerning the professional practice matter. For example, it may be beneficial for records to be compiled that detail a student's progress or lack of progress in addressing the matter, as this progress may aid in determining actions to be taken should further concerns arise around the student's professional practice in the future.

8. APPEALS

Where any Penalty is imposed as provided for in clause 5, a student may appeal to the University Appeals Committee. The student is informed of the right of appeal in the correspondence advising of the imposition of a Penalty.

APPENDIX 1 – CODE OF PROFESSIONAL VALUES OF GRIFFITH HEALTH STATEMENT

There are ten broad areas of values, attitudes and behaviours to which the Griffith Health Group considers all students in a professional degree and health and human service professionals should aspire.

1. HONESTY / INTEGRITY

- earns the respect of peers, all colleagues and teachers;
- puts truth before personal advantage (e.g. does not cheat or plagiarise);
- records and reports accurately.

2. RESPONSIBILITY / RELIABILITY/ DILIGENCE

- fulfils commitments e.g. completes agreed duties, meets deadlines;
- is punctual and conscientious.

3. COMPASSION/EMPATHY

- demonstrates a caring attitude (e.g. directly or as evidenced by feedback from patients/clients / relatives / staff / peers);
- strives to understand the perspectives and needs of others;
- attempts to meet the physical and emotional needs of patients/clients, where appropriate.

4. SELF-APPRAISAL

- recognises own abilities and limitations;
- acknowledges and responds to errors and criticism positively and appropriately;
- recognises and declares conflicts of interest;
- balances personal and professional life, and recognises the need to work safe hours;
- demonstrates physical and mental health self-care strategies, seeking help where necessary, including help for alcohol or other drug dependence.

5. HEALTH and HUMAN SERVICE PROFESSIONAL / PATIENT/CLIENT RELATIONSHIP

- respects the patients'/clients' privacy, dignity and confidentiality;
- protects the patient's/clients' rights, and avoids emotional, sexual, physical or financial exploitation.

6. EQUITY

- behaves equitably and respectfully towards all, irrespective of gender, age, culture, religion, social and economic status, sexuality, perceived contribution to society, illness-related behaviours or the illness itself.

7. RESPECT

- respects the beliefs, rights, roles, responsibilities, abilities and cultural values of peers, patients/clients, staff and other members of the community;
- shows sensitivity in all interactions with patients/clients, and is not aggressive, hostile, derogatory or demeaning;
- respects the personal and professional roles and expertise of other professional colleagues.

8. RELATING TO OTHERS

- resolves conflict constructively;
- observes agreed behaviour in electronic communication (see [Griffith University IT Code of Practice](#));
- uses appropriate language in written and verbal communication in professional contexts.

9. PARTICIPATION

- willingly participates and contributes in group and community activities;
- supports the learning of others, and does not inhibit their efforts;
- respectfully assists others who are at earlier stages of learning.

10. ROLE OF AMBASSADOR

- mindfully fulfils their professional role as an ambassador for Griffith University.

*Griffith Health acknowledges the support and assistance of the *Griffith University School of Medicine and the Queensland University School of Medicine* for their support in the development of this Professional Values statement.

APPENDIX 2 – DECISION MAKING MATRIX TO SUPPORT IDENTIFICATION OF CONCERNS AS TIER 1 OR TIER 2 MATTERS

Note: The list below is not intended to provide a definitive list of possible Tier 1 or Tier 2 matters, but rather a guide as to how matters may be classified as either Tier 1 or Tier 2 depending on the degree of seriousness of the matter when judged against the five criteria:

1. The type of issue;
2. Frequency of the issue;
3. Level of experience of the student;
4. Intent of the student;
5. Impact, or potential impact, of the issue.

Criteria	<div style="display: flex; justify-content: space-between;"> TIER 1 CONCERN TIER 2 CONCERN </div> <p>An overall judgement as to whether a case is Tier 1 or Tier 2 is made on the basis of an overall qualitative assessment of the level of seriousness of the concern based on the five criteria set out in this matrix.</p> 	
<p>1. The type of Issue</p> <p>Nature of the issue which compromises professional standards.</p>	<p>For example:</p> <p><u>Conduct</u></p> <ul style="list-style-type: none"> - Failure to respond to a direction resulting in minor risk - Lack of punctuality - Leaving assigned post without authorisation from supervisor - Communication issues of a minor nature or seriousness (e.g. inappropriate communication or rudeness of a minor nature with others that does not lead to, or risk, serious consequences) - Minor breach of confidentiality (e.g. failure to limit the ability of others to hear or see confidential information) - Impairing in a minor way the ability of university employee or another student to participate in a learning activity - Inaccurate or incomplete recording of patient records - Inappropriate use of mobile phones or other electronic devices during professional practice sessions - Inadequate preparation or clean-up of professional practice work areas. 	<p>For example:</p> <p><u>Conduct</u></p> <ul style="list-style-type: none"> - Assault, Theft or serious criminal offence - Forgery – medical certificates, Falsifying attendance records by impersonating and adopting the identity of another student. - prescriptions, qualifications, references - Deficient or illegible clinical records - Intoxication by alcohol or drugs in connection with the practice setting (including being under the influence of prescription drugs that impair performance in the practice setting) - Engagement in sexual misconduct in connection with the practice setting - Communication issues of a serious nature (including inappropriate use of social media, victimisation, exploitation and blackmail, harassment, bullying, threatening behaviour, serious rudeness or aggression and intimidation) - Breach of confidentiality (disclosure of an individual’s information to others, where the information was previously unknown, identity, impersonation and identity theft) - Providing treatment or intervention to a patient without, or outside of the scope of, an approved treatment plan and/or signed patient

	<p><u>Performance</u></p> <ul style="list-style-type: none"> - One-off or infrequent non-attendance at learning activities. - English language proficiency results in some misunderstandings in responding to and giving instructions. <p><u>Compliance</u></p> <ul style="list-style-type: none"> - Failure to comply with Dress Code including wearing required personal protective equipment - Pending Criminal Legal Matter of a nature that is unlikely to impact the student's ability to maintain required criminal record clearances and meet professional practice placement providers' standards to enable them to continue to undertake professional practice. - Out of date immunization and health certification - Failure to complete a pre-requisite component for the professional practice (as specified on the Placement Essentials website) that may be addressed in the short-term. 	<ul style="list-style-type: none"> - consent (where required) - Providing treatment or intervention to a patient without supervision or supervisor approval (where required) - Falsifying attendance records by signing for students not attending the learning activity. - Damage to, or inappropriate use or lack of care of equipment or materials. - Serious breach of health and safety policy/requirements. <p><u>Performance</u></p> <ul style="list-style-type: none"> - Non-attendance at compulsory professional practice course components - Verbal and oral English language skills are not of sufficient standard to work in the community with persistent failure to improve. - English language proficiency that places the public at risk of substantial harm - Serious failure to demonstrate practical proficiency to the standard and safety levels expected of a student at their level of training. <p><u>Compliance</u></p> <ul style="list-style-type: none"> - Breaching standards of a relevant professional code of conduct, professional association or professional registration body (including failure to maintain student registration where applicable) - Pending Criminal Legal Matter of a nature that is likely to impact the student's ability to maintain required criminal record clearances and meet professional practice placement providers' standards to enable them to continue to undertake professional practice (recognising a student's right to an assumption of innocence until convicted). - Being charged with an offence that carries a potential sentence of 12 months or more. - Non-compliance with infection control protocols - Failure to obtain Blue Card or required criminal record clearance - Failure to complete a pre-requisite component for the professional practice (as specified on the Placement Essentials website) that is not able to be addressed in the short-term.
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	<p><u>Disability/Health</u></p> <ul style="list-style-type: none"> - Temporary physical disability or medical condition. 	<p><u>Disability/Health</u></p> <ul style="list-style-type: none"> - Permanent physical disability or medical condition or impairment that impacts student's fitness for practice and/or places the public at risk of substantial harm.
<p>2. Frequency of the Issue</p> <p>How often is the student compromising professional standards</p>	<p>For example: one-off lapse, episodic, unpredictable issue with conduct, performance, compliance or disability/health that is of a minor nature and is assessed as a Tier 1 concern.</p>	<p>For example: Habitual, continual, constant, predictable issue with conduct, performance, compliance or disability/health, or a one-off issue that is of a serious nature and is assessed as a Tier 2 concern</p>
<p>3. Level of experience of the student</p> <p>Relates to your expectation that the student should be aware of the professional issue</p>	<p>For example:</p> <p>Students who have not previously undertaken a learning activity related to work and/or the profession whose conduct, performance, compliance or disability/health is assessed as a Tier 1 concern.</p>	<p>For example:</p> <ul style="list-style-type: none"> • Experienced student • Where student is expected to fully understand and exhibit standards consistent with Professional Code of Conduct • After completion of known instruction in professions' code of conduct and standards, and/or • Action is of a serious nature and is assessed as a Tier 2 concern.
<p>4. Intent of the student</p> <p>Intentionality of the act</p>	<p>For example:</p> <ul style="list-style-type: none"> • Action is accidental, unintentional or due to lack of knowledge and is of a minor nature and assessed as a Tier 1 concern • Cultural considerations/mitigating circumstances e.g. no prior instruction or unclear instructions which result in an issue that is of a minor nature and assessed as a Tier 1 concern. 	<p>For example:</p> <ul style="list-style-type: none"> • Actions contravene clear instructions • Actions appear intentional • Two or more students involved, and/or • Action is of a serious nature and is assessed as a Tier 2 concern.
<p>5. Impact, or potential impact, of the Issue</p> <p>Who/what is affected by the student compromising professional standards</p>	<p>For example:</p> <ul style="list-style-type: none"> • Actions impact in a minor or temporary way on the student's Fitness to Practice • Small impact on other students learning opportunity • Actions impact do not impact on the reputation of the degree and its standing with the profession. 	<p>For example:</p> <ul style="list-style-type: none"> • Actions impact on the reputation of the degree and its standing with the profession • Actions impact on the reputation of the University and/or other organisation(s) • Actions impact on public safety • Significant impact on other students' learning opportunities.

APPENDIX 3 – DEFINITIONS

Decision Maker refers to a Tier 1 Decision Maker, a Tier 2 Decision Maker, or an Emergency Action Decision Maker.

Disability refers to any restriction or lack of ability (resulting from an impairment) to perform an activity in the manner or within the range considered normal for a human being.

Duty to disclose refers to a responsibility to disclose information, including any concerns around fitness to practice, that may be relevant to an assessment of fitness to practice.

Emergency Action Decision Maker refers to an authorised person, either within the University or an agency in which a learning activity is being conducted, who decides to take emergency action to remove a student from a professional practice activity/setting. In the case of action required while the student is engaged in work-integrated learning, the University's decision maker will be a Responsible Staff Member. In the case of an Agency the Agency's placement agency convenor or nominee will normally make this decision.

Fitness to practice encompasses a broad range of factors including professional conduct, knowledge, skills, competencies, and performance and compliance with rules, regulations and professional expectations that define whether a person is fit to practice in a professional setting. Determination of fitness to practice will differ according to the professional or industrial setting in which the student is to undertake professional practice, and will be influenced by the standards accepted by the student's intended profession. In instances where accrediting or regulatory bodies specify fitness to practice policies and/or regulations, these may be taken as guidelines of the fitness to practice expected in situations where students undertake professional practice in their degree programs. The principles of the Students with Disabilities Policy will also be taken into account in determining students' ability to demonstrate fitness to practice.

Health condition refers to a disease, disorder or injury, regardless of its exterior manifestation.

Impairment in relation to a person, means a person who has a physical or mental impairment, disability, condition or disorder (including substance abuse or dependence) that detrimentally affects or is likely to detrimentally affect their capacity to practise the profession, or for a student, the student's capacity to undertake professional training.¹

Learning activities refers to activities engaged in by the student for the purpose of acquiring certain skills, concepts, or knowledge, which may or may not be guided by an instructor.

Practice setting refers to the context or environment within which the learning activity is undertaken.

Professional practice is an element of a course which is undertaken by students performing prescribed and/or voluntary activities either in a professional or industrial setting such as practice teaching, clinical practice or internship, or in a University setting, such as a laboratory, clinical or applied skills facility, clinic or research facility.

Responsible Staff Member is a member of the staff of the University who plays an initial role in the response to a report of an actual or suspected professional practice concern. The Responsible Staff Member will either determine that they are able to manage or dismiss the matter themselves or will refer the matter to the Tier 1 Decision Maker for further investigation (in accordance with clause 5.1). In the case of an Emergency Action Decision Maker, the Responsible Staff Member may be either a member of academic or professional staff who has been delegated by the Deputy Head of School (Learning and Teaching), Head of School or Dean (Learning and Teaching) to deal with a concern.

Tier 1 Decision Maker – the Course Convenor who has responsibility for the decision as to action(s) to be taken, if any, in response to a Tier 1 concern within their course. In the case of the School of Medicine, the Tier 1 Decision Maker is the Professional Behaviour Committee, established in accordance with the Professional Behaviour for Medical Students and the Professional Behaviour Committee Policy.

Tier 2 Decision Maker – the Dean (Learning and Teaching), who is the academic staff member appointed by the University Council who reports to the Group Pro Vice Chancellor, responsible for individual student cases,

¹ Modified from the *Health Practitioner Regulation National Law Act 2009 (Qld)*.

monitoring of student performance and for the provision of advice on student achievement, in respect of all professional programs, which are the responsibility of that Group.

Work-integrated learning refers to learning activities that integrate theoretical learning with practical application in the workplace.

APPENDIX 4 – CODES OF CONDUCT OR STANDARDS PUBLISHED BY INDIVIDUAL PROFESSIONAL BODIES

Codes of Conduct or Standards may be accessed via each profession's respective professional (registration) body. As at June 2013 codes of conduct were identified for the following professions:

Dental Technology	http://www.dtboard.qld.gov.au/publications.htm
Dentistry	http://www.dentalboard.gov.au/Codes-Guidelines/Policies-Codes-Guidelines.aspx
Dietetics	http://daa.asn.au/for-the-public/about-daa/constitution-and-by-laws/
Exercise Physiology/Exercise Science	http://www.essa.org.au/about-us/professional-standards/
Health Services Management	http://www.achsm.org.au/about-us/code-of-ethics/
Medical Laboratory Science	http://www.aims.org.au/about/policies-standards
Medicine	http://www.medicalboard.gov.au/Codes-Guidelines-Policies.aspx
Midwifery	http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Codes-Guidelines.aspx
Nursing	http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Codes-Guidelines.aspx
Occupational Therapy	http://www.occupationaltherapyboard.gov.au/Codes-Guidelines.aspx
Pharmacy	http://www.pharmacyboard.gov.au/Codes-Guidelines.aspx
Physiotherapy	http://www.physiotherapyboard.gov.au/Codes-Guidelines.aspx
Psychology	http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx
Social Work	http://www.aasw.asn.au/publications/ethics-and-standards
Speech Pathology	http://www.speechpathologyaustralia.org.au/about-spa/code-of-ethics

APPENDIX 5 – GRIFFITH HEALTH: PROFESSIONAL PRACTICE REPORT

Student Name:	
Student Number:	
School:	
Program in which Student is enrolled:	
Nature of the Professional Practice Concern:	
Tier 1 or Tier 2 Concern Please specify whether this matter was addressed as a Tier 1 or Tier 2 concern.	
Evidence of the concern Please detail and/or attach any information that has been reported to the University by internal or external stakeholders; information provided by the student; or observations made by the Responsible Staff Member. Where possible evidence should refer to specific times/dates, and provide sufficient information so as to provide a defensible record of the facts of the matter.	
Brief assessment of the level of risk posed by the concern Please comment on the potential for negative consequences that could result from the student's professional practice concern.	
Actions taken to mitigate or address the concern This may include steps taken within the School by the Responsible Staff Member or nominee to address the concern, and/or referral of the student by the School on to others (e.g. specialist support services; Dean (Learning and Teaching)) to address.	
Actions/decisions taken to follow up. Decisions made to address the matter.	

APPENDIX 5 – GRIFFITH HEALTH: PROFESSIONAL PRACTICE REPORT

Advice of actions/decisions taken Confirmation of who received advice regarding the decisions made. Follow up advice provided to the student and to the person who reported the concern Confirm whether AHPRA has been notified.	
Progress made by the Student Please comment on progress made by the student (if any) in addressing the concern as at the time of submitting this report.	
Name of staff member completing this report:	
Date of Report:	

Signature of Staff Member: _____

Completed Professional Practice reports should be submitted to:

1. Office of the Dean (Learning and Teaching) (professional_practice_health@griffith.edu.au); and
2. Student's central University file in CARMS.